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ABSTRACT

A study was conducted at Gainesville College (GC) in Georgia to investigate the enrollment patterns, retention rates, and graduation rates of black students. Depending on the data element, the period of time covered extended from the late 1980's to winter 1995. In some cases, comparisons were drawn with other units of the University System of Georgia. Study findings included the following: (1) American black enrollments consistently fell below 5% of the total enrollment between fall 1990 and winter 1995, with reasons for this low enrollment rate being the small number of college-ready black students coming out of local high schools, increases in enrollments at Lanier Technical Institute, and local students with financial aid choosing to attend other colleges and universities; (2) 5-year systemwide retention rates for black students at GC were lower than for all other students, though similar to the average statewide experience of blacks who begin at other two-year colleges, but lower than the rates at traditionally black colleges; (3) of the 25 black students who enrolled at GC as first-time, full-time students during fall 1990 or fall 1991, 22 required remedial course work and only 1 received an associate degree within 3 years of arriving at GC; and (4) 88% of the seniors graduating from area high schools in 1993-94 were white, with the major feeder of black students to GC graduating only six black students in 1993-94. A review of the literature on topics related to the recruitment and retention of minority students is included. (KP)

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**Enrollment, Retention, and Graduation
of Blacks
at Gainesville College**

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Purpose

The purpose of this study is to investigate the enrollment patterns, retention rates, and graduation rates of black students at Gainesville College. Depending on the data gathered, the period of time covered extends from the late 1980's to the winter of 1995. In some cases, comparisons are made between the College and other units within the University System of Georgia. A section of this manuscript reports on black enrollments and graduation rates at area high schools, as well as an analysis of the College's winter of 1995 enrollment by high school of origin. The report is organized into stand-alone chapters.

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Introduction

The low college-going rates of American blacks is an issue of real concern. Gainesville College has not escaped the scope of the problem. As our society reaches towards the next century, economic well being and the opportunities and choices it affords are increasingly distributed along the axis of educational attainment. Since the 1970's, those who entered the labor market with a high school education or less have seen their incomes, when adjusted for inflation, drop sharply by 20 to 30 percent. At the other end of the spectrum, the incomes of those with college degrees have largely kept pace with inflation.

The lives of those at the lower end of the economic scale are getting tougher as are those of their dependents, especially their children. It is not in the best interest of a state like Georgia with a 30% black population to allow the gap of postsecondary educational attainment between American blacks and others to grow. The cost of this disparity is ultimately borne by the taxpayer. It is clear that economically disadvantaged individuals require an increasing share of the social welfare taxes. The more individuals who can make it on their own in an increasingly technological world the better. Making it in today's world with a decent wage is more than the sum of honesty and a willingness to work hard. It requires the synergy of honesty, hard work, and postsecondary education and training.

Since community colleges are the institutions where minority and low- and medium-income students are concentrated, they will always be scrutinized and asked questions about equity and outcomes as they relate to students of color. Unless more students of color receive a college education, they will be unable to fully participate in and contribute to the nation's economic development and social well-being.

This report attempts to present (1) a brief review of the literature on topics related to the recruitment and retention of minorities with an emphasis on blacks, (2) information concerning enrollments and graduation rates of surrounding high schools, and (3) demographic, academic, retention, and graduation information about the black students at Gainesville College.

National Educational Experiences of African Americans

While American blacks have experienced some gains in enrollment at all levels and some increases in degrees conferred over the past decade, their educational attainment lags behind the national average. Insights into the national educational experiences of blacks is possible through *The Black Undergraduate: Entering Freshmen of Fall 1989* by Astin (1990) and a recent publication from the American Council on Education by Otuya (1995) entitled *African Americans in Higher Education*. Data from the Astin study are taken from the Cooperative Institutional Research Program (CIRP), an ongoing study of American higher education which annually surveys the entering freshman class at a national sample of over 500 higher education institutions of all types. Respondents include about 20,000 blacks and 180,000 whites.

◆ Family Background

Baptist is by far the most popular religious preference among blacks (54% as compared to 12% for whites) and substantially more blacks describe themselves as "born-again Christians." The majority of black freshmen come from families where the parents are either divorced or separated (44%) or deceased (10%) as compared to 75 percent of white freshmen who report coming from homes where both parents are alive and living together. Black freshmen are three times more likely to come from low income (below \$20,000) families, whereas white students are more than twice as likely to come from high income (\$60,000 or above) families. Between 1971 to 1989, the parental income gap between black and white freshmen widened from \$6,000 to \$17,700. Both the mothers and fathers of black freshmen are better than twice as

likely as parents of white freshmen not to be high school graduates. In stark contrast the mothers and fathers of white freshmen are much more likely to be college graduates. Interestingly, while the white students' fathers are more likely to be college graduates than their mothers (44% versus 33%), the black students' mothers are slightly more likely to be college graduates than their fathers (27% versus 26%). [Astin, 1990]

A 1988 survey of the nation's eighth graders found that African Americans were more likely than members of other racial/ethnic groups (with the exception of Native Americans) to be considered at-risk students. Such students often come from single-parent families with low levels of education and income, have limited English proficiency, have siblings who have dropped out, and spend three hours each weekday at home without supervision. More than 2 in 5 African American students reported two or more of these risk factors as compared to 20% of all students. Nearly half of all African American students came from families with annual incomes of less than \$15,000. This proportion is more than double the national average of 21%. [Otuya, 1995]

The home atmosphere of many blacks does not seem conducive to success in college. Black students (or any other for that matter) who are not encouraged and pushed to succeed in school by parents and peers in the earlier grades and to grapple with challenging concepts and ideas, may find it increasingly difficult to compete when the rigors of the curriculum increase in high school as students are tracked. Parents and guardians should fully understand the relationship between performance in school and the chance that their child will survive a college program leading to a baccalaureate degree. The educational journey to a college degree is long and steep. It begins in preschool. Goal setting for little children begins at home as does at least some of the motivation necessary to succeed academically.

◆ High School Curriculum Tracks

White freshmen earned substantially better grades in high school than black freshmen did. Of those freshmen who were surveyed during the fall of 1989, more than twice as many whites as blacks received 'A' grades in high school (25% versus 11%), whereas more than twice as many blacks as whites received average grades of 'C+' or lower (32% versus 16%). Fewer blacks (44%) rate themselves as above average in academic ability as compared to whites (57%). Even though blacks get substantially poorer grades in high school and rate themselves lower on academic ability than whites do, their academic expectations for college are comparable to those of whites. Consistent with their lower high school grades, blacks are twice as likely as whites are to say that they will need remedial work in each of four areas: reading, English, mathematics, and foreign languages. [Astin, 1990]

The academic performance of African Americans has improved in high school since 1982, but their participation in college preparatory and advanced placement programs is still very low. More than one-third of African American high school students took remedial mathematics classes in 1990. Only 4 percent of the high school students who took the advanced placement examination in 1992 were African American. Among African American 11th and 12th graders who took the calculus and/or science advanced placement examinations in 1992, only one out of 1000 scored 3 or above, compared with 10 out 1000 for all students. [Otuya, 1995]

◆ Scholastic Assessment Test Scores

SAT verbal and math scores for African Americans have increased significantly over their scores in 1976. Despite these gains, the test scores of African Americans still are below the national average. In 1993, the average score of African Americans of 353 on the verbal section of the SAT was 71 points below the national average of 424. African Americans' average score for math of 388 was 90 points below the national average of 478. [Otuya, 1995]

◆ Educational Attainment

College-going rates of blacks (and whites) have increased markedly since the 1970s. This occurred concurrently with a decrease in the high school dropout rate among blacks. Encouragingly, in 1972 only 10 percent of the fathers of black freshmen (32% for whites) were college graduates, while over 50 percent did not graduate from high school (almost 25% for whites). By 1989, the percentage of the fathers of black freshmen with college degrees had increased to 25 percent (45% for whites) and those without high school diplomas had fallen to 20 percent for blacks (fewer than 10% for whites). [Astin, 1990]

In 1992, African Americans represented only 11 percent of all 18 to 24 year olds who had completed high school, although they made up 15 percent of all persons in this age group. The number of African American high school graduates is expected to decline from 1989-90 to the 1994-95 academic year due to drop-out problems. Two-thirds of African American adults (ages 25 and older) had completed high school, and 12 percent had completed four or more years of college in 1991. Comparable national average figures were 78 percent and 21 percent, respectively. Census figures for 1990 indicate that 15 percent of African American adults (18 years and older) had earned some type of college degree as of the spring of 1990. This compares with 25 percent of all American adults. The college participation rate of African Americans increased only slightly between 1982 and 1992. In 1992, 34 percent of 18 to 24 year-old African American

high school graduates were enrolled in college as compared to 42 percent of all students in this age group. College participation rates of African American female high school graduates (38%) in 1992 exceeded those of their male counterparts (30%). Forty three percent of African Americans in 1991 attended community colleges. [Otuya, 1995]

◆ Retention

Less than one-third of African Americans who followed the "traditional" path of starting college right after high school in 1980 had attained a bachelor's degree by 1986, compared with 53 percent of all students. Similar results were reported from a 1992 study of first-time, full-time freshmen at 300 colleges and universities who were followed from 1984 to the fall of 1990. [Otuya, 1995]

◆ Financial Aid and College Choice

Blacks are substantially more likely than whites to receive all forms of federal aid. Among the freshmen surveyed by Astin in the fall of 1989, more than twice as many blacks as whites received Pell Grants, SEOGs, College Work Study support, and National Direct Student ("Perkins") Loans. Only one source - Guaranteed Student ("Stafford") Loans - favors blacks by less than a two-to-one ratio. White freshmen, on the other hand, are substantially more likely to be receiving support from their parents or their own savings. Given these circumstances, major cutbacks or other changes in federal financial aid programs are likely to have a differential impact on black students. Blacks are significantly more likely than whites to say that they picked their college because of low tuition and that they are not attending their first choice college. [Astin, 1990]

In addition, scholarship programs that specifically target black students are under attack. The University of Maryland recently suspended the Benjamin Banneker scholarship program for black students following the verdict of a three-judge panel of the U.S. Court of Appeals. The court ruled that Maryland did not have legal justification to restrict some of its scholarships on the basis of race. The university intends to appeal the decision to the Supreme Court. Some argue that all scholarships should be awarded on the basis of merit rather than race, while others contend that race-exclusive scholarships are still necessary to amend for the effects of past discrimination against blacks (Chronicle of Higher Education, February 26, 1995).

Retention

Retention is a complex issue which seldom has a single cause. Recognized variables include factors related to student characteristics, student involvement with the college, academic aptitude and performance, aspiration and motivation, institutional type and image, and student services offered. Many factors influence the decision to leave college and the act of leaving college may be viewed as positive or negative. Too often, the term drop-out is equated with "failure." Studies by Noel (1991) and Tinto (1991) have shown that students who drop out have successfully completed their classes or their goals or are temporarily leaving college with the intent to return (stop-outs). Tinto differentiates between involuntary and voluntary departures from college. Involuntary departures account for only 15 percent of the total and result from academic difficulties related to a lack of basic skills, low motivation, and poor study habits. The remainder of departures are classified as voluntary, in that it appears as if the students are capable of college-level work. These students drop out because they lack commitment and do not have clear academic and career goals.

The theoretical model for explaining institutional departure in both academic and social terms that is most often used was developed by Tinto (1987). In essence the model states that commitment to a goal in college leads to higher grades and greater intellectual development, which in turn leads to academic integration which decreases the likelihood that the student will drop out. On the social side, the greater the commitment of the institution on the front end to develop activities and engage the student in them, the more likely that the student will interact with peers and faculty in a way that will lead to social integration. Social integration, in turn, leads to increased persistence.

Studies repeatedly underscore the relationship between certain factors that increase student persistence through their first year of college study to include:

◆ High School and College GPA

Most of the negative attrition occurs with students with low college GPAs or a high school GPA of 'C' or below (Fralick, 1993).

◆ Students with unclear academic or career goals

Uncertainty or a lack of strong academic and career goals is one of the most significant causes of student attrition. As many as 75 percent of students entering college do so with uncertain goals (Titley and Titley, 1980), and it is not unusual for students who enter college with declared goals to change their major at least once during their first four years in college (Gordon, 1991). Studies consistently support the importance of career and academic planning as part of effective retention programs. Nora (1987) found that this is particularly true for the retention of minority students. Career and academic planning should be infused into the college experience at as many faculty/staff-student intersections as possible and in a variety of formats: orientation, advisement, special seminars...

◆ Student satisfaction with the college

Student satisfaction with the college experience is linked to persistence (Fralick, 1993). Any campus activity - clubs, cultural events, publications, intramurals - which more fully integrates any or all subpopulations of students into the life of the college enhances their college experience. Students appreciate a sense of belonging. Colleges should make strong attempts to continuously publicize their strengths and activities through a variety of media - posters, student and local newspapers, alumni newsletters...

◆ Orientation and Advising

Noel (1991) reported that half of the dropouts occurred within the first six weeks and that half of students who did not have significant contacts with counselors or teachers during the first three weeks would not return the second year. Based on this and other studies it appears that the first three to six weeks of study are critical to student persistence. This is a time frame in which students form opinions about the college, reach into themselves for sufficient motivation to apply themselves in their coursework, and determine whether they will continue their education. Research affirms that student and faculty/staff involvement in orientation programs and strong advisement improve retention. Successful orientation programs provide opportunities for student self-exploration and help with goal setting. Moreover, studies indicate that students benefit from a teaching faculty and staff that they perceive as having a caring attitude and from faculty/staff contacts with students outside of the classroom (Crocket, 1991).

College-Decision Making

The decision to attend college is complex and requires high school students to seek out and integrate information from various sources. Students must secure loans or grants, decide whether to leave home, develop new social relationships, and move into a more uncertain environment. A recent study by Galotti and Mark (1994) indicates that the four most frequently consulted sources of information were parents or guardians, friends, materials in the high school guidance center, and college brochures.

Students who have demonstrated higher academic ability as measured by SAT scores, class rank, and high school GPAs are more autonomous in the process of college decision making. They gather more information on their own and with the help of their parents. Students with more highly educated parents, which is often the case with higher ability students, report greater reliance on their parents as an important source of information, especially during the busiest times of the process. Students tend not to seek information from parents or guardians who have not experienced college.

If the results of this study are true, then high school counselors and college admissions officers bear a heavier responsibility in providing information to lower-ability students and their parents or guardians, especially in first-generation college homes. Considering that many of the students are moving from the more structured and protected world of high school to a college culture with more freedom, anxiety, and challenge, it is critical that prospective students be presented with a complete range of information concerning the college (e.g. financial, social, career topics, educational programs).

Goal Setting Theory and Performance Standards

The notion that higher expectations can increase levels of achievement over time is based in goal setting theory, which ascribes variance in performance more to motivational factors than to individual differences in ability or knowledge. According to goal setting theory, individuals must be aware of and ascribe to established goals in order to demonstrate the predicted relationship between goals and performance.

Considerations about goal setting should help guide decision making about the motivational value of programs such as the College Preparatory Curriculum and Fresh Start on encouraging higher performances among prospective students. Middle school students, especially those with academically weak backgrounds, who desire to attend college need to be fully aware of the philosophy of both these programs and their implications for their educational success in college, as well as the consequences of not complying with these programs. Parents and guardians, in particular, need to be keenly aware of programs that may dramatically impact the collegiate experience of those with whom they are entrusted. Whether CPC or Fresh Start motivates students to try harder, assess their weaknesses and strengths, set performance goals, and make progress towards a degree may depend in part on the ability of students to view them as an effective means to an end rather than another obstacle in their path.

Minority Hiring for Faculty and Administrative Positions

As early as the 1970s, the shortage of black and Hispanic instructors at two-year colleges was widely recognized as a problem (Olivas, 1979). The under representation of minorities among full-time faculty is a serious problem, especially for two-year colleges. A recent survey by Astin, Korn, and Dey (1991) found that 9 percent and 10 percent of full-time faculty at two-year and four-year colleges, respectively are from minority groups. In contrast, minorities represent 19.7 percent of the general population (U.S. Bureau of the Census, 1991). There is much national interest in finding ways to increase minority representation among faculty ranks. Recent trends reported by Astin (1990) suggest that the current shortages of blacks in academia will worsen in the next decade, since career aspirations of blacks do not show a strong interest in college teaching.

Researchers classify barriers to the recruitment and retention of minority faculty into two major groups: attitudinal and structural (Bunzel, 1990; Mickelson and Oliver, 1991). Attitudinal barriers include prejudices and subtle discriminatory practices that are difficult to document that make it difficult to recruit and retain minority faculty (e.g. personal and professional isolation of minority faculty and faculty resistance to minority hiring). Structural barriers consist of institutional programs that are not attractive to blacks and labor market forces (e.g. unavailability of qualified black applicants). Researchers are split as to which forces are the most significant.

A recent study by Opp (1994) recommends that strategies to improve the recruitment and retention of minority faculty should emphasize the hiring of minorities to highly visible administrative positions. Data suggest that minority administrators may be more willing than their white counterparts to directly affect the hiring practices of academic departments to achieve broader faculty diversity. Minority administrators as compared to their white counterparts appear to be more willing to confront faculty perception of racial favoritism and serve as friendly mentors to reduce the feelings of isolation reported by minority faculty.

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**American Black
Enrollments at Gainesville College
by DS and CPC Needs : Fall 1990 to Winter 1995**

Summary: American black enrollments at Gainesville College have always been low and consistently fall below five percent of the total entering student cohort. For example, there were 28 American black enrollees who started at Gainesville College as first-time entering students out of a combined new enrollment of 1123 during the fall of 1994 (n=9) and winter of 1995 (n=19). American blacks as a group are far more likely to be at high academic risk as compared to all other students as judged by their remediation needs. Possible reasons for the low numbers of blacks at Gainesville College are explored: few college-ready blacks coming out of local high schools, enrollments at Lanier Technical Institute, and HOPE-funded black students going to other colleges.

Cohort for Study

The cohort for this analysis included all students whose first year and quarter at Gainesville College fell within the time period of Fall 1990 to Winter 1995 inclusive. No attempt was made to screen students for transfer credits to Gainesville College. Students were categorized as American black or all other. American blacks are those who are U.S. citizens. All other includes whites, foreign blacks, Asian/Oriental, American Indian/Alaskan Native, Hispanic, and multiethnic. Over the time period of the study, a typical quarter would have over 95 percent white students with a handful of students (1% or less) in each of the other categories.

Analysis of Data

American black enrollments at Gainesville College have always been low and consistently fall below five percent of the total entering student cohort. This is lower than the percent of blacks in portions of the college's service area. Although the black composition of surrounding counties varies widely, several of our larger feeder counties have black populations at or around 10 percent (e.g. Hall, Jackson, Barrow). The accompanying table shows that during the fall of 1990, less than 3 percent (24/867) of the entering students were American blacks with the percent increasing to 4.7 percent (12/254) for the winter of 1991. American blacks appear to delay enrollment until the winter quarter at somewhat higher rates as compared to all other students. These percentages increased slightly to 3.5 percent (34/976) in the fall of 1992 and 5.6 percent (17/302) for the winter of 1993. Since then enrollments for American blacks slipped slightly in the fall and winter of 1993-94 and dropped to 1.4 percent (9/629) for the fall of 1994 and 3.8 percent (19/494) for the winter of 1995. In real numbers, there were 28 American black enrollees who started at Gainesville College as first-time entering students out of a new enrollment of 1123 during the fall of 1994 (n=9) and winter of 1995 (n=19). This compares unfavorably to the combined fall and winter enrollments for 1990-91, 1991-92, 1993-94, and 1994-95.

American blacks as a group are far more likely to be at high academic risk as compared to all other students as judged by their remediation needs. For example, during the fall of 1990 almost 46 percent of new American blacks enrollees required three or more developmental studies and/or CPC needs as compared to 26 percent of all other students. This ratio held relatively steady until the fall of 1993 when the Fresh Start program was initiated. By the fall of 1994 none of the 9 American black students who enrolled at Gainesville College for the first time met the Fresh Start program high-risk criteria, almost six out of ten (11 of 19) did during the winter of 1995 (as compared to 42 percent of the other students).

By the fall of 1994, the highest risk students had either come during the previous summer, deferred enrollment until the winter quarter, or altered their college-going plans in some other way. It

is of interest to note that summer American black enrollments never equaled or exceeded the following fall quarter until the summer of 1993 - a likely offshoot of the deferred enrollment penalty imposed on those who do not meet the Fresh Start program expectations. Another observation is that 5 of the 11 high-risk American black students who entered during the winter of 1995 needed 5 DS and CPC make-up courses. If DSM 010 and a CPC-foreign language are needed this could represent an entire year of full-time (12 credit hours) remedial college study without earning any academic credits toward graduation. Studies have indicated that this burden is so heavy that it is not likely that these students will ever complete a degree program and/or transfer to a baccalaureate-granting institution.

Why the Low Numbers of American Blacks at Gainesville College?

Enrollment trends are often difficult to explain fully in that there are many variables that must be considered. Several factors that might affect the enrollment of blacks include high school graduation rates and the quality of preparation, financial considerations, interest in programs at Lanier Technical Institute, real or perceived institutional barriers, and matriculation to colleges and universities other than Gainesville College.

First and foremost, there are very few blacks at Gainesville College, because there are very few blacks graduating from area high schools with a college-preparatory diploma. Moreover, one might expect some fluctuations in black enrollment from one year to the next since small populations are subject to random drift. The recent downturn may be explained by this phenomenon. Some area high schools (e.g. Gainesville High School) have experienced a slight downturn in the number of enrolled students over the past several years - a trend that is currently reversing itself. Issues related to high school enrollments are covered in more detail in a separate section of this report.

One might speculate that the drop in American black enrollment at Gainesville College over the past few years might have resulted from a Fresh Start and HOPE grant-inspired displacement of non-Hispanic blacks to Lanier Technical Institute. This did not appear to occur to any significant degree, but may account for a few students. Lanier Tech gained in black enrollment from the fall of 1992 to the fall of 1994. The following table shows the total enrollments of non-Hispanic blacks at Lanier Technical Institute from the fall of 1991 through to the fall of 1994 (enrollments include only diploma programs for full and part-time students).

Lanier Technical Institute Total Diploma Enrollments Fall 1991 to Fall 1994					
	N	Black, non-Hispanic		All Other	
		n	%N	n	%N
Fall 91	689	53	7.7	636	92.3
Fall 92	700	31	4.4	669	95.6
Fall 93	911	38	4.2	873	95.8
Fall 94	1002	55	5.5	947	94.5

Lanier Technical Institute Enrollment Summary by Racial/Ethnic Category. Reports provided by Paula Newton, IR, Lanier Technical Institute, January, 1995.

Another possible explanation for the drop in new black enrollment at Gainesville College is that HOPE-funded blacks are choosing to go to another System college or university. An accompanying table tracks total enrollments within the University System by self-declared ethnic groups. Black non-Hispanic enrollments as a percentage of the total enrollment increased steadily from the fall of 1991 to the fall of 1994 at two-year units and within the System as a whole. This was not the case at Gainesville College which experienced a moderate percent decline which was due, at least in part, to the Fresh Start Program (Fall 91 - 110 students or 4.1% of total, Fall 92 - 116 or 3.9%, Fall 93 - 95 or 3.6%, Fall 94 - 93 or 3.5%). It may be that a component of the increase at other System units can be accounted for by blacks that would otherwise have attended Gainesville College. On average, however, other two-year units are gaining blacks rather than losing them. Considering the differences between institutions, it is difficult to make fair and meaningful comparisons between them.

Given the low numbers of American blacks in attendance at Gainesville College, one wonders where the potential black students are since they are obviously not on campus. Do the majority of those who matriculate into college simply go elsewhere? Do the Armed Services offer attractive packages that draw college-ready blacks from our area even in the face of the current downsizing? Do blacks drop out of high school in relatively high numbers or choose a track other than college prep? Do they lack money? Do some of our area blacks, especially black males, lack the self-esteem and confidence necessary to survive in a college environment that is intellectually and socially challenging? If academically under prepared, are blacks overly discouraged by the frustration, obstacles, and sacrifice that comes from transitioning from remedial work to college-level study? Are blacks, especially male blacks, more interested in immediate income gratification out of high school, thus deciding to forego the long-term commitment of acquiring a college degree? Has the young college-age African American population within our service area declined appreciably? If so, will it rebound? Are there institutional barriers at Gainesville College that discourage blacks from attending (e.g. few black staff and faculty to act as role models and mentors, prejudicial attitudes, the additional obstacle posed by the Fresh Start Program, feelings of social isolation since there are so few black students on campus for incoming blacks to interact with)?

Lots of Questions, Few Concrete Answers

Money is available through grants, scholarships, and loans. The HOPE grant likely will encourage more students to earn good grades and pursue a college education. If the HOPE grant is a powerful incentive its promise should be more evident within the next few years as some of the middle schoolers bubble up through high school. Anecdote and personal experience convince me that Gainesville College is a caring environment that provides numerous services and support for all entering students. American blacks are welcome. If the money, support services, and caring faculty are in place, then why is it that only nine of the 629 new students during the fall of 1994 were American blacks? Could it be that the college and the state are reaching out to these individuals, but that they are not responding? Could it be that the college is not doing enough to attract and retain students of color? Could it be that the area schools are not graduating enough college-ready black students? Could it be that the black community is not pushing academics as strongly as it might?

Given the complexity of the issues, it seems unfair to pin the blame on any one factor. Instead it is much more constructive to consider possible solutions to the problem of low participation of area blacks in college. Gainesville College should

- ◆ continue to actively recruit and retain students of color
- ◆ develop special intervention programs and strategies to retain under prepared students
- ◆ encourage faculty advisors and those within the guidance office to help students establish goals and chart their future

- ◆ attempt to hire more minority faculty and administrators
- ◆ evaluate programs such as CPC and Fresh Start for their potential impact on black enrollment
- ◆ implement campus programs that reach out to at-risk students as early as the seventh and eighth grade
- ◆ publicize the many advantages all students realize by attending college, especially Gainesville College
- ◆ insure that area schools have up-to-date information about the College, its special programs, and the consequences of not completing a college preparatory curriculum in high school
- ◆ attempt to promote racial understanding and cultural diversity among students

Regardless of the solutions attempted at Gainesville College for the relatively few blacks that apply, the real problem of college-readiness (for blacks and many other potential students) begins much earlier. Long-term solutions to this intractable problem will need to come from the homes of the black community, the educational system within the public schools, and the will of a society that must care about all of its citizens. Regardless of what is done, the bottom line is that blacks must apply to college, complete their coursework, make personal sacrifices to remain in college for years, and graduate. And if the graduates marry and have children, they must encourage the next generation to do the same.

Enrollment Patterns of American Blacks at Gainesville College Fall 1990 to Winter 1995

Cohort Students whose first year and quarter at Gainesville College fell within Fall 1990 to Winter 1995. No provision was made to exclude students with transfer hours.

Race AmB-American black, AO-All Other. AO includes foreign blacks, whites, Asian/Oriental, American Indian, Hispanic, and Multiracial. Race is a self-declared designation.

High-Risk Students with any combination of three or more DS (reading, English, math) and CPC (Science, Social Science, Foreign Language) requirements. Students would qualify for Fresh Start Program.

DS/CPC Needs Number of DS and CPC remediation courses combined for those categorized as high-risk.

AY/Summer Academic year and summer enrollment figures

First Quarter	Race	N	%Tot N	High Risk		DS and CPC Needs High Risk Students				Academic Year and Summer Totals (N)			
				n	%N	3	4	5	6	Period	AO	AmB	%AmB
Fall	90 AO	843	97.2	222	26.3	113	54	40	15				
	AmB	24	2.8	11	45.8	7	2	2					
Winter	91 AO	242	95.3	69	28.5	36	17	11	5	F90-W91	1085	36	3.2
	AmB	12	4.7	5	41.7	3	2						
Spring	91 AO	192	97.0	27	14.1	15	4	4	4	F90-Sp91	1277	42	3.2
	AmB	6	3.0	2	33.3	1		1					
Summer	91 AO	346	95.1	36	10.4	20	7	6	3	Sum 91	346	18	4.9
	AmB	18	4.9	3	16.7	2			1				
Fall	91 AO	932	96.8	208	22.3	95	53	42	18				
	AmB	31	3.2	12	38.7	6		5	1				
Winter	92 AO	284	95.9	77	27.1	33	22	18	4	F91-W92	1216	43	3.4
	AmB	12	4.1	5	41.7	2	1	1	1				
Spring	92 AO	205	96.2	51	24.9	23	13	10	5	F91-Sp92	1421	51	3.5
	AmB	8	3.8	2	25.0	1		1					
Summer	92 AO	365	98.4	42	11.5	28	9	5		Sum 92	365	6	1.6
	AmB	6	1.6	2	33.3	1	1						
Fall	92 AO	942	96.5	244	25.9	110	59	60	15				
	AmB	34	3.5	15	44.1	8	2	4	1				
Winter	93 AO	285	94.4	75	26.3	28	20	19	8	F92-W93	1227	51	4.0
	AmB	17	5.6	8	47.1	3	2	2	1				
Spring	93 AO	189	95.9	39	20.6	25	8	1	5	F92-Sp93	1416	59	4.0
	AmB	8	4.1	5	62.5	2		3					
Summer	93 AO	385	95.3	65	16.9	30	13	12	10	Sum 93	385	19	4.7
	AmB	19	4.7	3	15.8	2			1				
Fall	93 AO	629	97.2	25	4.0	11	5	8	1				
	AmB	18	2.8	1	5.6	1							
Winter	94 AO	407	95.1	177	43.5	84	41	39	13	F92-W93	1036	39	3.6
	AmB	21	4.9	14	66.7	4	4	5	1				
Spring	94 AO	219	97.3	53	24.2	19	18	6	10	F93-Sp94	1255	45	3.5
	AmB	6	2.7	2	33.3	1	1						
Summer	94 AO	363	95.3	75	20.7	34	14	16	11	Sum 94	363	18	4.7
	AmB	18	4.7	6	33.3	1	2	3					
Fall	94 AO	620	98.6	11	1.8	8	2	1					
	AmB	9	1.4	0	0.0								
Winter	95 AO	475	96.2	199	41.9	88	54	41	16	F94-W95	1095	28	2.5
	AmB	19	3.8	11	57.9	6		5					

Total Enrollment by Self-Declared Ethnic Group
Fall Quarters 1991 to 1994
Two-Year, University System, and Gainesville College

Fall Qtrs	Total	Black, Non-Hispanic		All Other	
		n	%N	n	%N
1991					
2-Yr	43,354	8,646	19.9	34,708	80.1
System	191,831	32,415	16.9	159,416	83.1
GC	2,680	110	4.1	2,570	95.9
1992					
2-Yr	46,828	9,826	21.0	37,002	79.0
System	199,642	36,060	18.1	163,582	81.9
GC	2,940	116	3.9	2,824	96.1
1993					
2-Yr	47,413	10,658	22.5	36,755	77.5
System	203,369	39,378	19.4	163,991	80.6
GC	2,632	95	3.6	2,537	96.4
1994					
2-Yr	46,711	10,856	23.2	35,855	76.8
System	204,200	41,028	20.1	163,172	79.9
GC	2,642	93	3.5	2,549	96.5

First Year Retention Rates¹
Fall 1992 to Fall 1993
and
Five Year Retention Rates
Fall 1988 to Fall 1993 and Fall 1989 to Fall 1994

Summary: Institution-specific first-year retention rates for first-time, full-time entering students at Gainesville College from the fall of 1992 to the fall of 1993 are among the highest in the University System: 74% for regular freshmen and 59% for those who started with developmental studies needs. Five-year systemwide retention rates Gainesville College students are comparable to those of other two-year colleges (1988 to 1993: GC - 47%, 2Y - 43%; 1989 to 1994: GC - 49%, 2Y - 41%). Five-year systemwide rates for the relatively few black students at Gainesville College are significantly lower than all other students, but similar to the average systemwide experience of black students who begin at other two year colleges (1988 to 1993: GC - 29%, 2Y - 28%; 1989 to 1994: GC - 27%, 2Y - 24%). Very few blacks enroll at Gainesville College, thus rates of any kind that deal with this subpopulation run the risk of random fluctuations. Nevertheless, it appears that blacks who begin at Gainesville College are retained within the System after five years of study at rates comparable to other two-year institutions, but lower than the rates at traditionally black colleges.

Note of Caution When Interpreting Retention Rates for Black Cohort

Very few blacks enroll at Gainesville College, thus rates of any kind that deal with this subpopulation run the risk of random drift. The decisions of one or two students can have major impacts on the data. Dramatic fluctuations are much more likely to occur with data expressed as a percentage of the whole when a cohort consists of 5 or 10 students as opposed to 200 to 500 students. For this reason, the retention data concerning the small numbers of first-time, full-time black students at Gainesville College should be interpreted with great caution. In addition, retention data looks only at fall quarter enrollments and may miss some of the stop-in, stop-out students with somewhat erratic enrollment patterns. Another consideration when investigating patterns within the five-year retention rate data is that it is difficult to predict when a transfer student at a two-year college will transfer to a senior college or university. They do so at varying points along their educational journey. Many factors influence this decision to transfer: finances, non-traditional status, proximity to a senior college, program availability, job consideration, etc. Then too, some two-year colleges have a large number of students enrolled in associate degree technical programs who never intend to transfer. One would expect to observe a tapering off of same institution retention rates at two-year colleges after the second and third year corresponding with a rise in systemwide retention as students transfer out to baccalaureate-granting institutions.

First Year Retention Rates: Fall 1992 to Fall 1993

Institution-specific first-year retention rates for first-time, full-time entering students at Gainesville College from the fall of 1992 to the fall of 1993 are among the highest in the University System: 74% for regular freshmen and 59% for those who started with developmental studies needs. These rates compare quite favorably with the two-year college (and senior college) averages of 66% (70%) for regular freshmen and 52% (58%) for developmental studies students. The one-year institution-specific retention rate for black students at Gainesville College was 68 percent, while that

¹ Retention rates represent the percentages of respective pools of Fall quarter first-time, full-time entering students who have graduated, re-enrolled, or transferred within the University System in subsequent Fall quarters. The student pools are regularly admitted freshmen, black (B) and all other (AO), and Developmental Studies students, black and all other. The institution rates are based on students who are retained or graduated at the same institution. The System rates include those students who transferred from the originating institution to another System institution or graduated from another System institution.

of all other students was 65 percent. The black student retention rate for the first year of study was close to or higher at Gainesville College than the following traditionally black institutions: Atlanta Metropolitan College (49%), Albany State College (69.8%), Fort Valley State College (71%), and Savannah State College (62%). Moreover, the one-year retention rate at Gainesville College for blacks was higher than all of the other two-year colleges, and 10 of 13 senior colleges.

Five-Year Retention Rates: Fall 1988/89 to Fall 1993/94

The five-year systemwide retention rates for Gainesville College students are comparable to those of other two-year colleges (1988 to 1993: GC - 47%, 2Y - 43%; 1989 to 1994: GC - 49%, 2Y - 41%). Five-year systemwide rates for the relatively few black students at Gainesville College are significantly lower than all other students, but similar to the average systemwide experience of black students who begin at other two year colleges (1988 to 1993: GC - 29%, 2Y - 28%; 1989 to 1994: GC - 27%, 2Y - 24%). Five-year systemwide retention rates for black students are higher at traditionally black institutions within the University System (1988 to 1993: TBI - 38%; 1989 to 1994: TBI - 41%), but it is of interest to note that they have difficulty with the relatively few students they attract in the all other category (1988 to 1993: TBI - 37%; 1989 to 1994: TBI - 31%). Overall, the systemwide five-year retention rates are higher for those students who begin at Gainesville College as compared to those who begin at traditionally black colleges (1988 to 1993: TBI - 39%; 1989 to 1994: TBI - 40%). The retention data indicate that when compared to other institutions within the University System, Gainesville College appears to be a reasonably good starting point.

FIRST YEAR RETENTION RATES

Fall 1992 - Fall 1993

Retention rates represent the percentages of respective pools of Fall quarter first-time, full-time entering students who are re-enrolled or transferred within the University System in the following Fall quarter. The student pools for which one-year retention rates are calculated are regularly admitted freshmen, black (B) and all other (AO), and Developmental Studies students, black and all other. The institution-specific rates are based on students who are retained at the institution at which they matriculated in Fall 1992. The System rates include those students who transferred from the Fall 1992 institution to another System institution. "NA" means there were no students in that category.

INSTITUTION	FIRST-TIME, FULL-TIME REGULAR FRESHMEN	FIRST-TIME, FULL-TIME DEVELOPMENTAL STUDIES	FIRST-TIME, FULL-TIME TOTAL			FIRST-TIME, FULL-TIME TOTAL		
	INSTITUTION- SPECIFIC RATE	INSTITUTION- SPECIFIC RATE	INSTITUTION RATE			SYSTEM RATE		
			B	AO	T	B	AO	T
Georgia Institute of Technology	86.3	85.7	94.1	85.6	86.2	94.1	90.1	90.4
Georgia State University	64.3	74.9	73.0	68.0	69.4	74.6	76.4	75.9
Medical College of Georgia	66.7			66.7	66.7		66.7	66.7
University of Georgia	85.9	79.8	84.1	85.8	85.6	89.7	91.5	91.3
<i>University Total</i>	<i>83.7</i>	<i>76.2</i>	<i>81.7</i>	<i>83.0</i>	<i>82.9</i>	<i>84.8</i>	<i>88.8</i>	<i>88.3</i>
Georgia Southern University	70.7	66.0	72.0	67.8	68.8	80.3	80.2	80.2
Valdosta State University	70.3	57.8	68.8	65.6	66.3	73.2	76.5	75.7
<i>Regional University Total</i>	<i>70.6</i>	<i>64.1</i>	<i>71.2</i>	<i>67.2</i>	<i>68.2</i>	<i>78.6</i>	<i>79.2</i>	<i>79.0</i>
Albany State College	71.1	68.1	69.8	50.0	69.5	75.0	60.0	74.8
Armstrong State College	61.8	67.5	48.1	67.3	64.2	50.6	72.6	69.0
Augusta College	70.1	53.1	51.5	65.1	62.3	53.8	70.5	67.1
Clayton State College	57.5	46.3	47.6	51.5	50.8	57.1	61.7	60.9
Columbus College	69.9	48.1	49.3	66.1	61.8	50.7	68.5	63.9
Fort Valley State College	78.5	67.6	70.8	50.0	70.7	75.3	50.0	75.2
Georgia College	74.9	55.3	54.0	66.0	63.5	63.3	76.3	73.6
Georgia Southwestern College	71.5	64.8	76.6	67.0	69.1	79.2	78.3	78.5
Kennesaw State College	72.9	63.7	63.0	70.9	70.6	70.4	76.8	76.6
North Georgia College	76.4	68.1	63.6	75.8	75.5	72.7	87.7	87.3
Savannah State College	66.9	59.9	62.1	53.8	61.9	69.9	69.2	69.9
Southern College of Technology	65.9	69.8	63.5	67.8	67.0	71.2	80.8	79.0
West Georgia College	65.2	48.9	54.2	58.8	57.8	69.7	71.3	70.9
<i>Senior College Total</i>	<i>69.5</i>	<i>58.0</i>	<i>62.6</i>	<i>65.1</i>	<i>64.2</i>	<i>69.1</i>	<i>73.9</i>	<i>72.2</i>
Abraham Baldwin Agric. College	68.7	51.7	42.5	58.8	56.8	52.5	69.0	67.0
Atlanta Metropolitan College	86.7	41.9	48.7	70.0	50.0	49.4	70.0	50.6
Bainbridge College	62.4	57.4	55.2	62.2	60.8	58.6	68.9	66.9
Brunswick College	54.4	52.2	47.0	55.6	53.4	48.5	59.2	56.5
Dalton College	64.4	59.8	20.0	63.7	63.3	20.0	65.3	64.9
Darton College	71.2	52.4	47.4	64.2	59.2	50.9	69.4	63.9
DeKalb College	66.7	57.4	59.7	61.0	60.7	61.2	68.3	66.6
East Georgia College	66.0	44.3	22.2	59.3	51.9	22.2	66.7	57.8
Floyd College	62.1	52.1	54.2	55.9	55.7	56.3	62.2	61.6
Gainesville College	73.8	58.7	68.4	65.2	65.3	68.4	72.5	72.4
Gordon College	63.8	50.0	60.6	57.2	57.9	67.3	67.3	67.3
Macon College	60.1	45.8	44.2	57.6	53.7	47.7	66.7	61.1
Middle Georgia College	68.5	42.0	53.6	59.6	58.3	63.1	78.7	75.5
South Georgia College	67.1	48.6	53.8	58.2	57.2	61.5	66.4	65.3
Waycross College	64.1	33.7	36.8	47.8	46.4	47.4	58.2	56.9
<i>Two-Year College Total</i>	<i>65.6</i>	<i>51.9</i>	<i>51.3</i>	<i>59.9</i>	<i>58.2</i>	<i>55.1</i>	<i>67.8</i>	<i>65.4</i>
SYSTEM TOTAL	73.6	57.8	63.8	68.6	67.5	69.4	76.9	75.1

Sources: Student Information Reporting System

Five-Year Retention Rates: First-Time Full-Time Entering Students

Dr. Hamilton, OPIR

Fall 1988 to Fall 1993

Galnesville College, Two-Year Colleges, Traditionally Black Institutions, and University System Totals

Galnesville College (Fall 1988 to Fall 1993)

	Enrolled Fall 1988	Fall 1989		Fall 1990		Fall 1991		Fall 1992		Fall 1993	
		Retention		Retention		Retention		Retention		Retention	
		Rates Same Institution	Retention Rates Systemwide	Rates Same Institution	Retention Rates Systemwide	Rates Same Institution	Retention Rates Systemwide	Rates Same Institution	Retention Rates Systemwide	Rates Same Institution	Retention Rates Systemwide
DS											
Black	10	40.0	50.0	40.0	50.0	20.0	30.0	20.0	40.0	0.0	20.0
All Other	312	56.1	60.9	30.4	44.9	17.3	37.2	11.2	35.6	12.8	38.1
Subtotal	322	55.6	60.6	30.7	45.0	17.4	37.0	11.5	35.7	12.4	37.6
Freshmen											
Black	4	50.0	50.0	25.0	50.0	25.0	50.0	25.0	50.0	25.0	50.0
All Other	226	69.9	81.4	31.9	70.8	20.8	69.0	15.5	61.5	12.4	60.2
Subtotal	230	69.6	80.9	31.7	70.4	20.9	68.7	15.7	61.3	12.6	60.0
Total											
Black	14	42.9	50.0	35.7	50.0	21.4	35.7	21.4	42.9	7.1	28.6
All Other	538	61.9	69.5	31.0	55.8	18.8	50.8	13.0	46.5	12.6	47.4
Total	552	61.4	69.0	31.2	55.6	18.8	50.2	13.2	46.4	12.5	46.9

Two-Year Colleges (Fall 1988 to Fall 1993)

	Enrolled Fall 1988	Fall 1989		Fall 1990		Fall 1991		Fall 1992		Fall 1993	
		Retention		Retention		Retention		Retention		Retention	
		Rates Same Institution	Retention Rates Systemwide	Rates Same Institution	Retention Rates Systemwide	Rates Same Institution	Retention Rates Systemwide	Rates Same Institution	Retention Rates Systemwide	Rates Same Institution	Retention Rates Systemwide
DS											
Black	679	52.0	56.3	26.5	33.7	16.5	25.8	12.4	24.0	10.0	23.4
All Other	1986	53.9	60.5	29.5	43.1	18.9	37.2	15.3	34.9	13.4	33.4
Subtotal	2665	53.4	59.4	28.7	40.7	18.3	34.3	14.6	32.1	12.5	30.8
Freshmen											
Black	178	55.4	65.2	31.5	50.0	26.4	47.8	24.7	45.5	24.2	44.9
All Other	2421	66.0	74.7	31.7	62.9	21.1	59.6	19.1	57.5	18.0	57.0
Subtotal	2599	65.4	74.0	31.7	62.1	21.4	58.8	19.5	56.7	18.4	56.2
Total											
Black	857	53.3	58.1	27.5	37.1	18.6	30.3	14.9	28.5	13.0	27.9
All Other	4407	60.5	68.3	30.7	54.0	20.1	49.5	17.4	47.3	15.9	46.4
Total	5264	59.4	66.6	30.2	51.3	19.8	46.4	17.0	44.3	15.4	43.4

Five-Year Retention Rates: First-Time Full-Time Entering Students

Fall 1988 to Fall 1993

Gainessville College, Two-Year Colleges, Traditionally Black Institutions, and University System Totals

Traditionally Black Institutions (Fall 1988 to Fall 1993)

	Enrolled Fall 1988	Fall 1989		Fall 1990		Fall 1991		Fall 1992		Fall 1993	
		Retention Rates Same Institution	Retention Rates Systemwide	Retention Rates Same Institution	Retention Rates Systemwide	Retention Rates Same Institution	Retention Rates Systemwide	Retention Rates Same Institution	Retention Rates Systemwide	Retention Rates Same Institution	Retention Rates Systemwide
DS											
Black	905	59.4	64.9	36.8	43.3	30.9	36.4	26.5	33.3	24.5	31.7
All Other	17	35.3	35.3	11.8	17.6	17.6	23.5	35.3	41.2	29.4	41.2
Subtotal	922	59.0	64.3	36.3	42.6	30.7	36.1	26.7	33.4	24.6	31.9
Freshmen											
Black	316	70.3	76.3	57.0	66.8	50.6	60.4	47.5	56.0	45.6	55.4
All Other	13	53.8	76.9	30.8	61.5	30.8	61.5	23.1	46.2	15.4	30.8
Subtotal	329	69.6	76.3	55.9	66.6	49.8	60.5	46.5	55.6	44.4	54.4
Total											
Black	1221	62.2	67.6	42.0	49.4	36.0	42.6	31.9	39.1	30.0	37.8
All Other	30	43.3	53.3	20.0	36.7	23.3	40.0	30.0	43.3	23.3	36.7
Total	1251	61.8	67.5	41.5	49.1	35.7	42.5	31.9	39.2	29.8	37.8

SYSTEM TOTALS (Fall 1988 to Fall 1993)

	Enrolled Fall 1988	Fall 1989		Fall 1990		Fall 1991		Fall 1992		Fall 1993	
		Retention Rates Same Institution	Retention Rates Systemwide	Retention Rates Same Institution	Retention Rates Systemwide	Retention Rates Same Institution	Retention Rates Systemwide	Retention Rates Same Institution	Retention Rates Systemwide	Retention Rates Same Institution	Retention Rates Systemwide
DS											
Black	2683	58.8	64.7	36.0	44.4	28.5	37.5	24.6	34.7	22.0	31.9
All Other	5504	56.6	65.2	36.3	50.3	28.6	44.9	25.6	41.9	23.7	40.1
Subtotal	8187	57.3	65.0	36.2	48.4	28.6	42.5	25.3	39.5	23.2	37.4
Freshmen											
Black	1282	72.5	78.6	58.0	68.9	53.5	66.5	49.2	62.6	47.0	60.2
All Other	12791	73.7	82.5	57.1	74.2	51.3	70.5	48.5	68.3	47.8	66.9
Subtotal	14073	73.6	82.2	57.2	73.7	51.5	70.1	48.6	67.8	47.7	66.3
Total											
Black	3965	63.2	69.2	43.1	52.3	36.6	46.9	32.6	43.7	30.0	41.0
All Other	18295	68.6	77.3	50.9	67.0	44.5	62.8	41.6	60.3	40.5	58.6
Total	22260	67.6	75.9	49.5	64.4	43.1	60.0	40.0	57.4	38.7	55.7

Five-Year Retention Rates: First-Time Full-Time Entering Students

Fall 1989 to Fall 1994

Gainesville College, Two-Year Colleges, Traditionally Black Institutions, and University System Totals

Dr. Hamilton, OPIR

Gainesville College (Fall 1989 to Fall 1994)

	Enrolled Fall 1989	Fall 1990		Fall 1991		Fall 1992		Fall 1993		Fall 1994	
		Retention Rates Same Institution	Retention Rates Systemwide	Retention Rates Same Institution	Retention Rates Systemwide	Retention Rates Same Institution	Retention Rates Systemwide	Retention Rates Same Institution	Retention Rates Systemwide	Retention Rates Same Institution	Retention Rates Systemwide
DS											
Black	18	61.1	61.1	44.4	50.0	33.3	38.9	27.8	44.4	22.2	27.8
All Other	299	59.9	65.6	36.1	52.5	20.1	42.8	15.4	41.8	13.0	38.8
Subtotal	317	59.9	65.3	36.6	52.4	20.8	42.8	16.1	42.0	13.6	38.2
Freshmen											
Black	4	100.0	100.0	0.0	25.0	25.0	50.0	0.0	25.0	0.0	25.0
All Other	265	70.6	79.2	36.2	68.3	18.1	63.0	15.5	60.8	19.8	62.3
Subtotal	269	41.0	79.6	35.7	67.7	18.2	62.8	15.2	60.2	19.3	61.7
Total											
Black	22	68.2	68.2	36.4	45.5	31.8	40.9	22.7	40.9	18.2	27.3
All Other	564	64.9	72.0	36.2	59.9	19.1	52.3	15.4	50.7	16.1	49.8
Total	586	65.0	71.8	36.2	59.4	19.6	51.9	15.7	50.3	16.2	49.5

Two-Year Colleges (Fall 1989 to Fall 1994)

	Enrolled Fall 1989	Fall 1990		Fall 1991		Fall 1992		Fall 1993		Fall 1994	
		Retention Rates Same Institution	Retention Rates Systemwide	Retention Rates Same Institution	Retention Rates Systemwide	Retention Rates Same Institution	Retention Rates Systemwide	Retention Rates Same Institution	Retention Rates Systemwide	Retention Rates Same Institution	Retention Rates Systemwide
DS											
Black	739	48.4	52.9	25.4	34.4	17.3	28.0	11.0	21.8	8.5	18.7
All Other	2203	55.3	60.3	32.1	45.1	19.8	38.5	15.6	35.1	13.4	32.8
Subtotal	2942	53.6	58.5	30.5	42.4	19.2	35.9	14.4	31.8	12.2	29.3
Freshmen											
Black	160	58.8	66.9	30.6	56.3	18.1	47.5	16.9	48.1	21.9	47.5
All Other	2364	66.4	75.3	34.4	63.5	22.6	59.3	19.1	57.5	19.8	56.0
Subtotal	2524	65.9	74.7	34.2	63.0	22.3	58.8	19.0	56.9	19.9	55.4
Total											
Black	899	50.3	55.4	26.4	38.3	17.5	31.5	12.0	26.5	10.9	23.8
All Other	4567	61.1	68.1	33.3	54.6	21.2	49.3	17.4	46.7	16.7	44.8
Total	5466	59.3	66.0	32.2	51.9	20.6	46.3	16.5	43.4	15.8	41.3

Five-Year Retention Rates: First-Time Full-Time Entering Students

Fall 1989 to Fall 1994

Gainesville College, Two-Year Colleges, Traditionally Black Institutions, and University System Totals

Traditionally Black Institutions (Fall 1989 to Fall 1994)

	Enrolled Fall 1989	Fall 1990		Fall 1991		Fall 1992		Fall 1993		Fall 1994	
		Retention Rates	Retention Rates	Retention Rates	Retention Rates	Retention Rates	Retention Rates	Retention Rates	Retention Rates	Retention Rates	Retention Rates
		Same Institution	Systemwide	Same Institution	Systemwide	Same Institution	Systemwide	Same Institution	Systemwide	Same Institution	Systemwide
DS											
Black	1098	62.8	66.8	41.8	49.7	34.7	43.3	33.3	40.1	28.7	34.8
All Other	19	47.4	47.4	26.3	36.8	10.5	36.8	10.8	26.3	10.5	26.3
Subtotal	1117	62.6	66.5	41.4	49.5	34.3	43.2	32.9	39.8	28.4	34.6
Freshmen											
Black	387	71.3	76.5	58.4	66.2	52.7	64.1	50.1	59.7	48.1	56.8
All Other	10	50.0	70.0	40.0	60.0	20.0	50.0	30.0	60.0	20.0	40.0
Subtotal	397	70.8	76.3	57.9	68.0	51.9	63.7	49.6	59.7	47.4	56.4
Total											
Black	1485	65.1	69.4	46.0	54.5	39.4	48.7	37.7	45.2	33.7	40.5
All Other	29	48.3	55.2	31.0	44.8	13.6	41.4	17.2	37.9	13.8	31.0
Total	1514	64.7	69.1	45.7	54.4	38.9	48.5	37.3	45.0	33.4	40.4

SYSTEM TOTALS (Fall 1989 to Fall 1994)

	Enrolled Fall 1989	Fall 1990		Fall 1991		Fall 1992		Fall 1993		Fall 1994	
		Retention Rates	Retention Rates	Retention Rates	Retention Rates	Retention Rates	Retention Rates	Retention Rates	Retention Rates	Retention Rates	Retention Rates
		Same Institution	Systemwide	Same Institution	Systemwide	Same Institution	Systemwide	Same Institution	Systemwide	Same Institution	Systemwide
DS											
Black	3045	58.9	64.5	38.3	47.8	30.4	41.1	27.1	37.3	22.8	32.1
All Other	5822	58.1	66.7	38.7	52.9	29.5	46.7	25.9	42.8	23.1	39.4
Subtotal	8867	58.3	65.9	38.5	51.1	29.8	44.7	26.3	40.9	23.0	35.9
Freshmen											
Black	1352	73.8	80.8	58.7	70.7	51.4	64.8	48.4	62.1	45.9	56.0
All Other	12523	74.1	83.1	58.1	74.8	51.3	70.4	48.8	68.3	46.3	64.9
Subtotal	13875	74.1	82.9	58.2	74.4	51.3	69.9	48.8	67.7	46.3	64.2
Total											
Black	4397	63.5	69.5	44.6	54.8	36.8	48.4	33.7	44.9	29.9	40.1
All Other	18346	69.0	77.9	51.9	67.8	44.4	62.9	41.6	60.2	39.0	56.8
Total	22742	67.9	76.3	50.5	65.3	42.5	60.1	40.0	57.3	37.2	53.6

Associate Degree Three-Year Graduation Rates¹
First-Time Full-Time Entering Students
Fall 1990 to Spring 1993 and Fall 1991 to Spring 1994
Gainesville College

Summary: On the basis of comparisons with System averages, Gainesville College appears to be highly successful at retaining to associate degree completion those first-time, full-time students who began during the fall quarters of 1990 or 1991. The overall three-year graduation rate at Gainesville College for students who began as regular placement freshmen was 30 percent (System average of 25%) and 13 percent (System average of 6%) for those who started in the developmental studies program. Overall, Gainesville College's three-year graduation rate of 20 percent is higher than the overall System average of 14 percent. Very few black students enrolled at Gainesville College as first-time, full-time students during the fall quarters of 1990 and 1991. Twenty-two of the 25 blacks who did required remedial course work. Only one of the 25 black students received an associate degree three years after arriving at Gainesville College.

Three-Year Graduation Rates: Fall 1990/1991 to Spring 1993/1994

This analysis involves two cohorts of students: those who began in the fall of 1990 as compared to those who began in the fall of 1991. Although the three-year graduation rates between these two cohorts vary somewhat, they are not sufficiently different, in the author's opinion, to discuss the data in separate sections. As a result, both groups of first-time, full-time students will be treated together and the rates presented as approximations. In general, clarity is improved by simplicity. Please refer to the accompanying table for exact values. "First-time" means the student enrolls in a college for the first-time as indicated by a lack of academic transfer credits, whereas, full-time means that during the initial fall quarter of enrollment (1990 or 1991) the student takes 12 or more credit hours. Part-time students (fewer than 12 quarter credit hours) and those who completed college course work prior to their first quarter at Gainesville College were not included in this analysis.

The overall three-year graduation rate at Gainesville College of 20 percent for these two cohorts was higher than the two-year system average of 14 percent. The rates differed appreciably between regular placement freshmen and those who began with one or more remedial needs in mathematics, English, and reading. Regular freshmen achieved three-year graduation rates of 30 percent while students who began in the developmental studies program were more than one-half lower at 13 percent. It is worth noting with some pride that the three-year graduation rate of Gainesville College's developmental studies students is similar to the overall two-year system average (14%) and twice that of the system average for those who begin in developmental studies programs (6%). Gainesville College appears to be highly successful at attracting and graduating students within its service area who begin during the fall quarter as first-time, full-time students.

Three-Year Graduation Rates of Black Students

Achieving the associate degree is an important outcome for a student who begins at a two-year college. It is a stepping stone from a two-year college that is decidedly transfer-oriented (90% or

¹ **Calculation of Three-Year Graduation Rates:** Three-year graduation rates are calculated as follows: The SIRS files are searched to identify the total numbers of each two-year institution's first-time, full-time entering students who have graduated between the base fall quarter (e.g. 1990 or 1991) and the year of calculation (1993 or 1994). First-time students are those beginning college for the first-time while full-time students begin with 12 or more quarter credit hours. These numbers are totaled cumulatively, quarter by quarter, through spring quarter 1993 or 1994. Once a graduate is counted, that record is permanent, regardless of his/her subsequent enrollment status in the System. Only the graduates of the matriculating institution are counted in calculating its respective graduation rates. Data was graciously provided in February of 1995 through the University System of Georgia by the Office of Technology in Athens, Georgia.

so of students are enrolled in transfer programs) towards the attainment of a baccalaureate degree. Considering this, one cannot help but be disturbed by the extremely low number of blacks who complete this educational journey at Gainesville College (or throughout the University System). Very few blacks entered Gainesville College as first-time, full-time students during the fall of 1990 ($n = 14$) or the fall of 1991 ($n = 11$). Of those who did, most entered with developmental studies needs (12 of 14 in the fall of 1990; 10 of 11 in the fall of 1991). Repeated studies indicate that at-risk students do not progress through a college curriculum at high rates. This is certainly true of these black students when using three-year graduation rates as an index of academic success. Only *one* of the 14 first-time, full-time black students who started at Gainesville College during the fall of 1990 received an associate degree within three-years. Of the eleven students who began during the fall of 1991, *none* had achieved the associate degree by the spring of 1994.

All in all, of the 25 black students who started during the fall quarters of 1990 and 1991 as first-time, full-time students (22 of 25 started with remedial needs), only one received an associate degree within a three-year time period. Given the additional time necessary to satisfy remedial requirements and make up CPC deficiencies, it may be that some of these students will graduate and/or matriculate to baccalaureate-granting institutions if followed for an additional year or two. Nevertheless, if Gainesville College provides most of the advantages of higher education to the local population, it is clear that few blacks are benefiting.

Associate Degree Three-Year Graduation Rates
First-Time Full-Time Entering Students: Fall 1990/1991 to Spring 1993/1994
Gainesville College

		F 90 to Sp 93 Gainesville College			1993 2Y Rate	F 91 to Sp 94 Gainesville College			1994 2Y Rate
		Fall 90 Enroll	93 Graduates N	Rate		Fall 91 Enroll	94 Graduates N	Rate	
Dev. Stds	Black	12	1	8.3	3.3	10	0	0.0	2.4
	All Other	270	36	13.3	6.9	296	38	12.8	6.8
	Total	282	37	13.1	6.0	306	38	12.4	5.7
Freshmen	Black	2	0	0.0	13.4	1	0	0.0	14.0
	All Other	194	60	30.9	23.4	267	80	30.0	25.2
	Total	196	60	30.6	22.7	268	80	29.9	24.3
Total	Black	14	1	7.1	5.1	11	0	0.0	4.9
	All Other	464	96	20.7	14.9	563	118	21.0	16.5
	Total	478	97	20.3	13.2	574	118	20.6	14.5

Calculation of Three-Year Graduation Rates

Three-year graduation rates are calculated as follows: The SIRS files are searched to identify the total numbers of each two-year institution's first-time, full-time entering students who have graduated between the base fall quarter (e.g. 1990 or 1991) and the year of calculation (1993 or 1994). First-time students are those beginning college for the first-time while full-time students begin with 12 or more quarter credit hours. These numbers are totaled cumulatively, quarter by quarter, through spring quarter 1993 or 1994. Once a graduate is counted, that record is permanent, regardless of his/her subsequent enrollment status in the System. Only the graduates of the matriculating institution are counted in calculating its respective graduation rates. Data was graciously provided in February of 1995 through the University System of Georgia by the Office of Instructional Technology in Athens, Georgia.

Graduation rates are expressed as same institution rates and do not include students who might have graduated from another system institution during the same time period. By the spring of 1993, one of the All Other students who started during the fall of 1990 graduated from another System institution, while three did the same for the 1991 to 1994 graduate pool.

**Black Enrollment at Gainesville College
By High School During Winter Quarter 1995
and
an Analysis of 1994-95 Black Enrollments at Gainesville High School
and
1994 Graduation Reports for High School Systems in Georgia**

Summary: Area high schools send very few blacks to Gainesville College. This is especially true of recent high school graduates in the 18 to 20 year old range. Black females are much more likely to enroll at Gainesville College as compared to black males. A large percentage of blacks at Gainesville College entered without a CPC-diploma from high school, have relatively low SAT scores, and begin in remedial courses. Despite remedial needs and CPC deficiencies, only one student from the following area high schools chose to start at Gainesville College during the summer (East Hall (1), Gainesville (0), Johnson (0), West Hall (0), Winder-Barrow(0)). Gainesville High School is the major feeder of black students to Gainesville College. Of the six black students who graduated this past June (1994) from Gainesville High School with a CPC-seal diploma, only one entered Gainesville College. If the experience of this high school is similar or nearly so to other area schools, then it emphasizes the difficult position that Gainesville College confronts as it tries to increase its black enrollment and retain blacks to associate degree completion. As a percentage of the total high school graduates for 1993-94, there are very few Asian (4.0%, mostly in Gwinnett), American Indian (0.3%, mostly in Gwinnett), Hispanic (1.8%, mostly in Gwinnett and Hall), and black (5.9%) students. Two of the surrounding counties, Dawson and Forsyth, have no black students among the 1993-94 high school graduates, while several have fewer than ten: Habersham (6), Lumpkin (1), White (2), and Jefferson City (6). Clearly, the College's service area when looking at the number of seniors graduating from area high schools over the past academic year is predominantly white (88%).

Black Enrollment at Gainesville College By High School

Total Cohort (n = 99): Ninety-nine black students are currently enrolled during the winter of 1995 at Gainesville College. Twenty-three of the 99 students matriculated to Gainesville College with a GED or from out-of-state or from Georgia high schools that no longer exist. Since this study is primarily interested in the movement of blacks from area high schools to Gainesville College, the 23 students defined above were not included in the rest of the analysis (comparable data concerning these students is available on an attachment).

Blacks from Existing Georgia High Schools (n = 76): Of the 76 black students who came in from Georgia high schools, only five high schools were the point of origin for five or more blacks (East Hall, Gainesville, Johnson, West Hall, and Winder-Barrow). Despite the fact that half of the recent students (June 1988 or later) graduated with a CPC-seal diploma from high school, a large number were placed into one or more developmental courses. It is significant to note that fully half of the black students enrolled during the winter of 1995 did not graduate with the CPC-seal. Fifty-seven of the 76 blacks (75%) required one or more developmental courses. More black students (n = 18) were from Gainesville High School (GHS) than any other (East Hall was second with 13). Seventeen of the 18 currently enrolled black students from GHS were placed into developmental studies, although 5 of the 13 eligible students completed a college preparatory curriculum in high school.

There are twice as many female blacks (n = 50) enrolled as compared to males (n = 26). Twenty-eight (37%) of the 76 students enrolled for the first time at Gainesville College between the summer of 1994 and the winter of 1995 inclusive. Only three of the 28 new black students from Georgia high schools attended during the summer of 1994 indicating that this was not a popular point of entry. More black students (n = 16) enrolled during the winter of 1995 (in part due to the impact of Fresh Start's deferred enrollment provision) than the summer (n = 3) and fall (n = 9) of 1994 combined. Only 37 (49%) of the 76 students were 18 to 20 years of age.

♦ *Gainesville High School:* The profile of Gainesville College students enrolled during the winter quarter of 1995 who originated from Gainesville High School, especially for recent graduates, is one of a highly at-risk population. Consider the following:

1. None of the 18 currently enrolled black students from GHS started during the summer or fall of 1994.
2. Based on 1975 or 1976 birth dates, only four of the 18 were recent high school graduates and each of the four required one or more developmental studies courses.
3. The high school averages of the four recent graduates were 2.5, 2.3, 1.6, and 1.8 (4.0 point scale).
4. Three of the four recent graduates had SAT scores (SATM - 260, 370, 250; SATV - 270, 390, 250). It is likely that the fourth took the ACT.
5. Three of the four recent graduates had CPC-diplomas from GHS.
6. Only 6 (33%) of the 18 students from GHS that are currently enrolled are black males (i.e. almost 7 out of 10 are female).
7. Of those who have a GC GPA ($n = 11$), only 2 are above 2.5 (3.65, 3.50), while 7 (64%) of the 11 have a 2.0 or lower. None of those who began during the current quarter have a GC GPA, even though it is recorded as 0.00.

♦ *East Hall High School:* Consider the following profile of currently enrolled Gainesville College students who originated from EHHS, our second largest feeder high school. The student profile is stronger than that of GHS.

1. Three of the 13 currently enrolled black students from EHHS started during the summer ($n = 1$) or fall ($n = 2$) of 1994. Only one of the 13 started during the winter of 1995. All told, only four black students from EHHS started at GC since the summer of 1994.
2. Based on 1975 or 1976 birth dates, seven of the 13 were recent high school graduates and four of the seven required one or more developmental studies courses.
3. The high school averages of the seven recent graduates were 2.5 or higher with only one exception (1.8).
4. Six of the seven recent graduates had SAT scores (SATM - 550, 340, 370, 390, 540, 350; SATV - 470, 390, 250, 320, 400, 280).
5. Five of the seven recent graduates had CPC-diplomas from EHHS.
6. Only 3 (23%) of the 13 students from EHHS that are currently enrolled are black males (i.e. almost 8 out of 10 are female).
7. Of those who have a GC GPA ($n = 12$), 5 are above 2.5, while only 3 (23%) of the 12 have a 2.0 or lower. The single student who began during the winter of 1995 has a GC GPA of 0.0 (this is not their GC GPA).

Gainesville High School Enrollments: Academic Year 1994-95

The data on an accompanying table was generously provided by Gainesville High School which provides the College with more black students than any other area high school. It is of interest to consider its enrollment in light of the difficulties Gainesville College has in attracting more black students to its campus and in retaining blacks to completion of the System's core curriculum. If the situation at Gainesville High School is similar, or even nearly so, to other high schools within the College's service area, then it underscores the tremendous difficulty the College faces in attracting college-ready black students or achieving meaningful educational outcomes with those black students who enter with remedial and CPC needs. Like any student who enters college without a solid academic foundation, the latter group of students in need of remediation are at a significantly higher

risk of not finishing college. Since so many blacks enter with developmental studies needs, this challenging problem is one of the most difficult to grapple with and likely extends all the way back to the elementary school grades and into their homes.

Although 36 percent of the current ninth grade class is classified as black, the percentage drops year after year until by the senior year it has reached 26 percent. In the ninth grade there were 100 black students with a gender ratio of 1:1. By the twelfth grade, the number of black students had dropped to 36 (280% negative change) and 24 (67%) of the 36 were female. Although, the change was not so severe, the same patterns were observed among the other students.

According to a school authority, the enrollment decline is due primarily to drop-outs. The drop off is generally most dramatic between the ninth and tenth grade when students reach their 16th birthday. If a student repeats a grade, it is most likely the ninth (with the tenth grade next, then the eleventh and twelfth). Enrollment at Gainesville High School fluctuates from one year to another and it may be that the current senior class is unusually small relative to the ninth grade enrollment. If so, this would account for some of the decline. Moreover, it is possible that out-migration of students to other schools because of parents moving (or some other reason) may be greater than those gained by movement into the city over the past several years.

Only six black students graduated from Gainesville High School in June 1994 with a CPC-seal diploma. Self-reports from students to high school authorities indicate that all of the six matriculated to a postsecondary institution. One of the six entered Gainesville College during the current quarter (winter of 1995). The other five went to the following colleges or universities: Georgia Southern University, North Georgia Technical Institute, West Georgia College, Paine College (historically black college in Augusta, Georgia), and the University of Florida (athletic scholarship).

1994 Graduation Reports for High School Systems in Georgia

The Statistical Services for the State Department of Education published a series of three reports detailing graduation data from Georgia high schools: (1) 1993-94 Graduates by Gender (November 18, 1994), (2) 1993-94 Diplomas (December 7, 1994), and (3) 1993-94 Graduates by Race/Ethnicity (January 27, 1995). The latter report is new. For the first time ever, the DOE has received and reported data on the number of graduates by race and ethnicity. Since few of the state's high school systems matriculate students to Gainesville College, only a select group of area systems are considered in this report: Banks, Barrow, Dawson, Forsyth, Franklin, Gwinnett, Habersham, Hall, Jackson, Lumpkin, Stephens, White, Buford City, Gainesville City, and Jefferson City. Several of these systems consist of more than one high school. For example, Hall County includes East Hall, North Hall, West Hall, and Johnson. A full copy of the report is available.

Fifty-seven percent of the total number of students graduating from the high schools represented by these systems received the CPC endorsement. Almost 19 percent graduated with the vocational endorsement. Although higher education is increasingly female (GC is about 55% female), the gender ratio at high school graduation was one to one. Thus, it may be that more females are graduating from high school with college preparatory endorsements than males (diploma data is not broken down by gender).

As a percentage of the total graduates, there are very few Asian (4.0%, mostly in Gwinnett), American Indian (0.3%, mostly in Gwinnett), Hispanic (1.8%, mostly in Gwinnett and Hall), and black (5.9%) students. Two of the surrounding counties, Dawson and Forsyth, have no black students, while several have fewer than ten: Habersham (6), Lumpkin (1), White (2), and Jefferson City (6). Clearly, the College's service area is predominantly white. Not all of the high schools represented by the listing in this analysis send significant numbers of students to Gainesville College, hence the college can only expect to receive a fraction of the black graduates (or any other category

of student). Moreover, if relatively few blacks within the service area graduate with CPC-seal diplomas, then the number of black students that can be potentially recruited and retained by the college (or any other college in our area) is small.

Gainesville High School Enrollments: Academic Year 1994-95
Enrollment Figures Current for February 1995

Source: Direct query to Gainesville High School student database on February 1, 1995

Grade	N	%N	Male	Female
12	139	100.0	57	82
Black	36	25.9	12	24
All Other	103	74.1	45	58
11	149	100.0	71	78
Black	41	27.5	19	22
All Other	108	72.5	52	56
10	205	100.0	105	100
Black	64	31.2	26	38
All Other	141	68.8	79	62
9	280	100.0	140	140
Black	100	35.7	49	51
All Other	180	64.3	91	89

Drop-outs account for most of the change in enrollments between grades. The drop off is generally most dramatic between ninth and tenth grade. Students can drop out of school with impunity once they turn 16. Moreover, students are most likely to repeat ninth grade as compared to higher grades.

**Blacks Enrolled at Gainesville College During Winter 1995 by High School
Matriculating High School, First Year and Quarter at GC, 18 to 20 years old, Gender, DS Placement, and
CPC-Seal HS Diploma**

Total N: 99 (23 of the 99 originated as GED, Georgia HS no longer exists, or Out-of-State)
High Schools with 5 or more students at Gainesville College are Highlighted

First Year and Quarter at GC indicates whether student started within the past year at GC

Age of 18 to 20 indicates recent High School Graduate

DS placement indicates academic risk status

CPC-seal indicates academic risk status

(students who graduated from HS before June 1988 are exempt from CPC requirements)

	Enrolled W95	First Year and Quarter at GC			Age 18-20	Gender		DS	CPC-Seal*		
		Su94	F94	W95		Male	Female		Yes	No	Exempt
Buford	2					1	1	1			2
Cedar Shoals	1						1	1		1	
Clarke Central	1				1		1	1		1	
Commerce	3	1				1	2	2			2
Dacula	1						1	1	1		
East Hall	13	1	2	1	9	3	10	9	9	2	2
Franklin County	1						1	1			1
Gainesville	18			7	6	6	12	17	5	8	5
Habersham Central	2				1	1	1	2		1	1
Jackson County	3		1				3	2	1	1	1
Jefferson	1					1		1		1	
Johnson	5		2	1	4	2	3	6	4	1	
Lumpkin County	1			1	1	1		1		1	
Macon County	1					1			1		
Madison County	2		1	1	2	1	1	1	1	1	
Maranatha Christian	1					1					
North Gwinnett	1	1			1		1	1		1	
Oconee	1					1			1		
Reidsville	1						1		1		1
Stephens County	1					1		1		1	
West Hall	8		3	2	7	3	5	4	3	5	
White	1			1			1				
Winder Barrow	7			2	5	2	5	6	2	4	1
TOTAL	76	3	9	16	37	26	50	57	29	29	16

*Two students had CPC codes of 'N' (not applicable)

DS - Developmental Studies Placement

Ga HS No Longer Exists 2

GED 6

Out of State 15

Dr. Hamilton, OPIR, February 1995

High School Graduates: 1993-1994
Statistical Services
Georgia Department of Education

Dr. Hamilton, OPIR

Legend

HS D High School Diploma
 CPC College Preparatory Endorsement
 VD Vocational Endorsement
 BE Both Endorsements (CPC and VD)
 SED Special Education Diploma
 CP Certificate of Performance

System Name	1993-1994 High School Diplomas					Total All Diplomas	CP	Total Grads
	HS D Only	HS D + CPC	HS D + VD	HS D + BE	SED			
Banks	19	37	43	0	1	100	0	100
Barrow	26	35	110	62	6	239	4	243
Dawson	21	21	32	14	2	90	0	90
Forsyth	36	167	127	63	1	394	18	412
Franklin	48	19	53	16	6	142	5	147
Gwinnett	824	2390	350	239	30	3833	35	3868
Habersham	34	107	85	30	6	262	2	264
Hall	234	286	109	36	6	671	21	692
Jackson	42	37	70	13	5	167	1	168
Lumpkin	10	21	55	17	0	103	1	104
Stephens	47	50	87	18	9	211	2	213
White	10	38	60	17	0	125	0	125
Buford City	6	10	33	23	0	72	1	73
Gainesville City	42	55	11	7	6	121	4	125
Jefferson City	10	15	9	0	4	38	0	38
TOTAL N	1409	3288	1234	555	82	6568	94	6662
% TOT GRADS	21.1	49.4	18.5	8.3	1.2	98.6	1.4	100.0

System Name	N	Gender		High School Graduates by Race/Ethnicity					
		Male	Female	Asian	Am Indian	Hispanic	Black	White	Multiracial
Banks	100	45	55				7	93	
Barrow	243	113	130	4		1	39	197	2
Dawson	90	50	40					90	
Forsyth	412	205	207			3		408	
Franklin	147	70	77	2		1	24	120	
Gwinnett	3868	1929	1939	242	33	84	189	3319	1
Habersham	264	128	136	8			6	250	
Hall	692	427	265		3	18	35	634	2
Jackson	168	87	81			1	13	154	
Lumpkin	104	57	47			5	1	98	
Stephens	213	107	106	1			26	186	
White	125	55	70	2		4	2	117	
Buford City	73	35	38			1	17	55	
Gainesville City	125	56	69	7		4	28	86	
Jefferson City	38	21	17				6	32	
Total N	6662	3385	3277	266	36	122	393	5839	5
% TOTAL N	100.0	50.8	49.2	4.0	0.5	1.8	5.9	87.6	0.1